

Idaho Transition Binder

A tool for students and families to plan and get organized as students prepare to leave high school and move into the adult world

Idaho Interagency Council on Secondary Transition
Idaho Department of Education

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This binder was developed by the Idaho Interagency Council on Secondary Transition that includes representation from the following organizations/agencies:

State Department of Education, Special Education Bureau

Assistive Technology Project, University of Idaho

Comprehensive Advocacy, Inc.

Community Rehabilitation Programs

Department of Health and Welfare

Department of Corrections

Department of Juvenile Corrections

Department of Labor

Division of Vocational Rehabilitation

Idaho Commission for the Blind and Visually Impaired

Idaho Council on Developmental Disabilities

Idaho Parents Unlimited, Inc.

Idaho School for the Deaf and Blind

Idaho Self Advocate Leadership Network

Network Interpretive Services, Inc.

Special Education Directors

Transition Mentors

College and University Special Services Offices at:

Boise State University

College of Southern Idaho

Eastern Idaho Technical College

Idaho State University

Lewis and Clark State College

University of Idaho

Special thanks for information from Idaho Parents Unlimited, Inc., Idaho Falls Community Transition Team, and Shelly Sliman, Idaho School for the Deaf and Blind for their work on transition binders that we used as references for this one.

Dear Students and Parents:

This binder was created to help students and their families as they plan for transition from school. It is our hope that the binder, along with information presented at the high school transition meetings, will provide resources which will be useful as you prepare to leave high school and move into the adult world.

This binder is a tool to help you and your family gather and organize documents that you may need for adult services, getting the support you need at college, or to get a job. It has been designed so you can include your own personal information and use it to complete your high school 4-year plan and share with college staff, adult service agencies, possible employers, and others.

As you look through the binder you will find tabbed dividers where you can organize your information. Each section has an introductory page that includes suggestions for the materials you may want to include. You don't have to include every piece of information on the list; but, you should include information you feel will help you to be independent, active in your community and reach your goals.

The final component of this binder is a Community Resource Directory which includes information about services and resources that you and your family might find helpful. You can add to this resource listing when you find out about new resources in your community.

If you have questions about how to use this transition binder please contact the Idaho Interagency Council on Secondary Transition or your teacher.

Idaho Interagency Council on Secondary Transition

Idaho Department of Education
Bureau of Special Education

<http://www.sde.idaho.gov/SpecialEducation/default.asp>

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Self-Advocacy

This section is about speaking out for yourself, letting other people know what your needs are and your goals for the future.

Examples of information to keep in this section might include:

- ☐ **Person-Centered Planning information - about your goals and needs**

Students Give Advice on Transition

When young adults with disabilities were asked what they thought students should do to ensure a successful transition, they offered a variety of practical suggestions.

- ❖ Work on transition planning with your case manager. Write down your goals, plans, and what you like.
- ❖ Learn good communication skills so you can tell people what you want.
- ❖ Learn about resources like SSI (Supplemental Security Income), IDVR (Idaho Division of Vocational Rehabilitation) and social services. Get information on all available options.
- ❖ Take a more active role in meetings. **Take more responsibility and ask more questions.**
- ❖ Join groups that can help, like local advocacy groups, church groups, and community education classes.
- ❖ Get more work experience, especially try to work part-time for pay.
- ❖ Take classes in independent living skills. Learn how to cook, shop, budget, and how to recognize and count money.
- ❖ Find out how to access community resources, services and emergency systems, and how to get help filling out forms.
- ❖ Learn self-determination skills, advocacy skills, and how to make decisions.
- ❖ Get a driver's license, if you can, or learn how to use other transportation systems.
- ❖ Be serious. Do your homework and budget your time. Learn to use a calendar or planner to write down your assignments and to help you plan time to study.
- ❖ Tell your teachers you have a disability.
- ❖ List your strengths and challenges. Find out what you're good at and put extra effort into areas that are strengths. Then set goals and go for them, but don't be disappointed if you can't do everything – no one can.
- ❖ Learn about accommodations that will help you, like using a spellchecker, asking people to show you how to do things instead of expecting you to read it from a book, using notetakers, asking for extended time for tests, asking for a tutor, having books read to you, using taped textbooks, and having someone read and edit your papers. It will help you a lot if you learn what these accommodations are and how to ask for them before you leave high school. Visit schools you are interested in, talk to some instructors, and sit in on some courses before you decide which postsecondary school you want to attend.

Self-Advocacy Checklist

How easy is it for me to...	I can do this.	I need to work on this.	I really need help with this.
Understand my disability			
Talk about my disability			
Know what I am good at			
Learn from others			
Tell other people what I need			
Share my ideas with others			
Plan for my future			
Set goals for myself			
Know what kind of jobs I would like			
Speak up in my IEP meetings and transition planning meetings			
Ask for help from others			
Know which people I can trust to ask for help			

How easy is it for me to...	I can do this.	I need to work on this.	I really need help with this.
Know my rights and what laws protect people with disabilities			
Know who to call to learn about my rights and laws that protect people with disabilities			
Do things in my community			
Find out about colleges and support services			
Make my own choices and decisions			
Get information I need to make good decisions			
Meet new people and make friends			
Plan things to do with my friends			
Learn new things on my own			
Tell my friends what I think and how I feel			
Tell my family what I think			

Adapted from *My Future My Plan: A Transition Planning Resource for Life After High School*, 2003 State of the Art, Inc., www.myfuturemyplan.com

What is Self-Determination?



Self-Determination means having choice and control over your life.

It means being able to make your own decisions.

You have the right to choose how you live your life.

That means:

Choosing where you live and who lives with you

- your own house or apartment
- roommates that you like and choose

Choosing where you work

- doing a job that you want to do
- learning the skills you need to be able to do that job

Choosing what you do for fun

- meeting friends when and where you want to
- going to community or sports activities with friends or family when you want to
- spending your free time the way you want to

You have the right to make decisions about your life.

That means having **control** over:

- who supports you
- who your friends are
- what services you need

Taking control means “Taking Responsibility.”

You need to take responsibility to advocate for yourself

- that means speaking out for your rights
- getting the information you need to make decisions
- asking others to respect the decisions you are making for yourself and your life

Family and friends share responsibility

- to support you in making decisions
- to provide support when you ask for it
- to help you get the information you need to make decisions

Your staff is responsible to work with you

- staff should respect your choices and the way you wish to receive services and support

Dreaming is the first step in achieving your goals.

Your dream is your personal vision for how you want your life to be.

Sharing your dreams is part of a self-directed life

- Person-Centered Planning can be a good place to do this.

We all need people to help make our dreams come true.

Planning Wisely:

Careful planning can help you get what you need.

Preparing for planning meetings helps you to participate as an equal member of the group:
(This could mean IEP meetings and Transition Planning meetings)

- getting the information you need to make choices/decisions (examples: movies, job choices)
- practice what you are going to say
- telling people what you want and what your goals are
- learning about what you will need to be able to reach those goals and make your dreams come true

Person Centered Planning is all about **YOU**:

- invite people who will support your goals and dreams
- invite people who can help you to do the things you want to do and provide support along the way

Living a Self Determined Life can give you A Sense of Belonging.

There are many ways to be part of your community:

- volunteering to help with neighborhood or community projects
- joining clubs or groups that meet about things that interest you
- voting and speaking out for changes to laws and policies in your community, state and country

There are many different kinds of relationships:

The important thing is that you decide who you want to spend time with.

- family
- friends
- boyfriend or girlfriend
- co-workers

Everyone should be treated with Dignity and Respect.

Respect and Dignity are:

- helping people to try new things
- respecting people's space
- being polite to others
- being a good listener
- speaking directly to people
- expecting others to treat us with courtesy
- taking good care of ourselves

The Idaho Self-Advocate Leadership Network



What is the Idaho Self Advocate Leadership Network?

- We are teams of people with disabilities working together for change.
- We have teams in all parts of the state.
- Our teams are teaching people how to speak up for themselves to have choice and control in their lives.
- We are working to create local self-advocacy chapters all over Idaho.

Mission Statement: To advance equality through growth, education, and advocacy by providing opportunities so individuals with disabilities may achieve their greatest unique potential.

Presentations Available Across Idaho

The following presentations are appropriate for young adults with disabilities and transition age students (16-21).

<u>Self-Advocacy 101</u> <ul style="list-style-type: none">• What is a Self-Advocate• How to Advocate• Self-Determination• Integration• Speaking up!• Making Choices• Dating• Rules & Laws	<u>Be the CEO of Your Own Life</u> <ul style="list-style-type: none">• Guardianship• Education• Jobs• Housing• Relationships
<u>Assertiveness Skills</u> <ul style="list-style-type: none">• Assertive Communication• Passive Communication• Aggressive Communication	<u>Friendship</u> <ul style="list-style-type: none">• What is a friend?• Things you would like in a friend• Where do I meet people that might become my friend• How do you make friends• How to be a friend

To contact your regional Idaho Self Advocate Leadership Team, look in Section 8 – Resources for SALN contact information.



Keeping Records

This section is about keeping good records. It is important to keep your personal documents organized and easy to find.

You may need these basic documents to apply for adult services, college or other training program, or a job.

Examples of information to keep in this section might include:

- ☐ **Individual Education Program - IEP/Transition Plan**
- ☐ **504 Plan**
- ☐ **Summary of Performance**
- ☐ **Psychological Reports (WAIS)**
- ☐ **Diagnostic Test Results**
- ☐ **SIB-R Results**
- ☐ **Information on accommodations used in high school**
- ☐ **Assistive Technology Assessment**
- ☐ **High School Transcript**

Tips on Keeping Good Records

It is very important to keep your personal records organized so that it is easy for you to find the information you need easily. It is also important to keep records of your contacts and the information you gather as you plan for transition.

- 1. Before you leave the public school system, get copies of all of your high school transcripts, evaluations, tests, and reports from therapists. If you've been tested for a learning disability, make sure to get re-evaluated during your senior year of high school.**
- 2. Keep accurate notes of all the meetings and conversations you have with people at different service agencies.**
- 3. Keep a copy of every letter you send to any agency, together with a copy of everything they sent to you. Be sure to include the date on everything.**
- 4. Keep records of any reports from on-the-job training or other work experience. Ask for letters of recommendation and keep a copy in your files.**
- 5. Periodically go through your records. This will help you remember what you need to do next. Make a list of what you have and what you need.**

Records You Should Keep on File

- Individualized Education Plan/Transition Plan**
- 504 plan**
- Teacher notes**
- Progress reports, grades or report cards**
- Achievement test scores**
- Interest inventories**
- Awards**
- Certifications for completion of programs or training**
- Letters of Recommendation**
- A copy of your resume**

- **Assessments and reports (tests of intelligence, achievement, motor skills, self-help skills, language development, social skills and functional behavioral analysis, and others.)**
- **Any environmental issues that may affect learning (allergies, asthma, etc.)**
- **Reports from medical doctors (eye tests, hearing tests, physical examinations, and others)**
- **Your medications**
- **Medical history**
- **Service agency reports**
- **Individual Service Plan**
- **Health insurance information**
- **Medicaid eligibility determination documents**

Adapted from *My Future My Plan: A Transition Planning Resource for Life After High School*, 2003 State of the Art, Inc., www.myfuturemyplan.com



Employment and Career

This section has information about getting a job and the things you need to prepare and practice to be a person an employer may want to hire.

Examples of information to keep in this section might include:

- ☐ **Resume**
- ☐ **Sample Cover Letter**
- ☐ **Letters of Recommendation**
- ☐ **List of References**
- ☐ **Information about high school work experience**
- ☐ **Certifications (CPR, First Aid, etc.)**
- ☐ **Completed Interest Inventories**
- ☐ **Master Job Application/Job Information Sheet**
- ☐ **Practice Interview Questions with Your Answers**
- ☐ **Idaho Career Information System (CIS) Information**
- ☐ **Vocational Rehabilitation information**
- ☐ **ADA rights related to career**

Ten Steps to Planning Your Career:

1. Develop a career plan. Think about what you want to do and find out more about the kind of training, education, and skills you will need to achieve your career goal.
2. Assess your skills and interests. Think hard about what you enjoy, what you are good at, what kind of personality you are, and the values you hold.
3. Research occupations. Find out more about the nature of the jobs that interest you, such as educational requirements, salary, working conditions, future outlook, and anything else that can help you narrow your focus.
4. Compare your skills and interests with the occupations you've selected. The career that matches your skills, interests, and personality the closest may be the career for you.
5. Choose your career goal. Once you've decided what occupation matches up best with you, then you can begin developing a plan to reach your career goal.
6. Select a school that offers a college degree or training program that best meets your career goal and financial needs.
7. Find out about financial aid to help support you in obtaining your career goal. If you haven't already done so, begin saving for college.
8. Learn about job hunting tips as you prepare to graduate or move into the job market.
9. Prepare your resume, and practice job interviewing techniques.
10. Go to your career guidance center (at your middle school, high school, or college) or local library for additional information and help on career planning, or check out our other internet resources*

*From CareerShip website – an online career exploration adventure – go to

<http://www.mapping-your-future.org/features/careership/>

from the website: “Welcome to the guided tour of Planning a Career. On this tour, you can find out how to choose a career and how to reach your career goal. You can also pick up useful tips on job hunting, resume writing, and job interviewing techniques.”

Getting Started with a Personal Inventory

If you don't know what kind of job you want then ask yourself what you do well and enjoy doing. Next make a list of those things you do well and enjoy doing. Add to this list your skills, training, talents, and experiences. When completed, this personal inventory should include not only education, training, and job experience, but also any hobbies, sports, or charitable activities you engage in that display talent or initiative.

Using a categorized list or **Personal Inventory Form** will allow you to better organize your list and highlight your interests, strengths, and weaknesses. Your personal inventory will be used to build your resume. The purpose of the resume is to convince the employer that you have the skills and abilities to successfully fulfill the job requirements.

PERSONAL INVENTORY FORM

Full Name (First) (Middle) (Last):

Social Security Number:

Present Address:

Birth Date:

Telephone:

E-mail:

Work Experience

(Start with your most recent job)

1. Job title:

Describe what you did on this job:

What did you like about this job?

What did you dislike about this job?

Accomplishments/awards/honors:

2. Job title:

Describe what you did on this job:

What did you like about this job?

What did you dislike about this job?

Accomplishments/awards/honors:

Education and Training

High School:

In what subjects did you do best?

What subjects did you like most?

What subjects did you like least?

Clubs/organizations (list offices held):

Honors/awards/accomplishments:

College/Universities:

Name, degree, and year completed or number of years/semesters completed:

In what subjects did you do best?

What subjects did you like most?

What subjects did you like least?

Clubs/organizations (list offices held):

Honors/awards/accomplishments:

Additional Information

Hobbies/Interests:

Resume Worksheet

Make the information on this worksheet thorough and complete. Save it as a lasting resource; update it as the years pass. Use the information as a “menu” you can use to create a unique resume for each job you seek.

Name: _____ Date updated: _____

I. Personal Information

Address: _____

City: _____ State: _____ Zip: _____

Phone: (_____) _____ E-Mail: _____

Temporary Address (if different): _____

City: _____ State: _____ Zip: _____

Phone: (_____) _____ E-Mail: _____

II. Education

Elementary School: _____

Location: _____ State: _____

Overall GPA: _____

High School School: _____

Location: _____ State: _____

Year graduated or number of years completed: _____ GPA: _____

College or University: _____

Location: _____ State: _____

Degree: _____

Major(s): _____ Minor(s): _____

Date obtained: _____ Major GPA: _____ Overall GPA: _____

Other schools attended (except high school), training or certifications received, licenses obtained:

III. Experience Information (consider all experience—paid, unpaid, volunteer, etc.)
(you should repeat this section for any of the experiences you have had)

Position title: _____

Organization name: _____

Address: _____

City: _____ State: _____

Dates employed (months & years only) From: _____ To: _____

Name of supervisor(s): _____

Duties and responsibilities: _____

Quality attributes you found important and used successfully in this position.

Specific performance accomplishments or contributions you made to this job:

Combine the duties, qualities and accomplishments together and write a strong job description.

IV. Talents and Skills

Write here your special talents, skills, training, languages (artistic, computer skills, special licenses, significant achievements), etc:

V. Activities

1. Memberships in clubs or community groups, volunteer & religious organizations.

Include name of the association, offices held and the dates. Add any significant activities attributed to your leadership:

2. Awards and Honors (academic, athletic, social, civic. Any scholarship not based on financial need):

3. Creative professional activities (articles written, inventions, projects presented or displayed):

VI. Personal References

List references on a separate page, not on your resume. Avoid using family and relatives. Generally, three or four professional or academic references and one personal reference will be sufficient. *Be sure to get permission from any reference before using their name!* Send each a thank you note for volunteering to help you, and keep them informed on your job search progress.

1. Name: _____ Phone: (____) _____
Address: _____ City: _____ State: _____
Position: _____
2. Name: _____ Phone: (____) _____
Address: _____ City: _____ State: _____
Position: _____
3. Name: _____ Phone: (____) _____
Address: _____ City: _____ State: _____
Position: _____
4. Name: _____ Phone: (____) _____
Address: _____ City: _____ State: _____
Position: _____

1. *Make a copy of this blank worksheet before you fill it out.*
2. *Put your completed worksheet in your binder and keep it for future use.*
3. *Use the information here to start to build your resume.*
4. *Update your resume worksheet annually. Go through the past year and consider your experiences and accomplishments, recording them while they are fresh in your mind.*

Interview Checklist

Preparation. Two to three days before the interview

- ___ I have collected information about the business.
- ___ I know the first and last name of the person(s) who will be interviewing me.
- ___ I know why I want to work for the business.
- ___ I have read through some common interview questions.
- ___ I have prepared some answers to common interview questions. I know how I am going to answer these questions and/or I have created a cheat sheet.
- ___ I have prepared a list of questions that I would like to ask the interviewer.
- ___ I have an up-to-date resume with complete references ready to take to the interview.
- ___ I know exactly where the interview will take place and how long it will take me to get there.
- ___ I have decided what to wear to the interview.
- ___ I have scheduled a full night's sleep before the interview.

The Day of the Interview, Did You Remember to Bring

- ___ I have a copy of my resume, references, letters of recommendation.
- ___ I have paper and pen for notes.
- ___ I have my pad that contains the company research I have done and/or my list of questions.
- ___ I have paid special attention to personal hygiene and my choice of clothing.

The Interview — Travel time and Arrival

- ___ I am leaving early in case of traffic jams or unforeseen problems. I do not arrive more than 10 minutes early.
- ___ I am relaxed, friendly, and business-like with everyone I meet.
- ___ I introduce myself to the receptionist and confirm my appointment.

The Interview — Setting the Scene

___ I greet the interviewer by name and shake his or her hand.

___ I maintain positive body language, e.g., I maintain eye contact, keep my hands in my lap, and sit up straight.

The Interview — Exchanging Information

___ I stay on topic and ask for clarification where necessary and when appropriate.

___ I use specific examples rather than general statements when giving information about my education, training, transferable skills, and work experience.

The Interview — Conclusion

___ I ask any suitable questions that have not already been answered.

___ I summarize, with enthusiasm, my interest in the position and the business.

___ I state my appreciation for the interview.

___ I confirm, if already noted, their response date. If this date is not definite, I make arrangements to contact them.

___ I shake hands if appropriate and say goodbye.

The Interview — Follow-up

___ I stay home the day they said they would call.

___ If I have arranged to call them back on a certain date, I make sure that I have reviewed my telephone protocol.

___ I write and send the interviewer(s) a thank you letter.

___ If I am offered a position, I give them a written answer (whether to accept or to decline) within the week.

Dos and Don'ts of Interviewing

Dos

- Take identification (driver's license, Social Security card, or passport) and extra resumes.
- Arrive at least 15 minutes early.
- Smile.
- Greet everyone in a polite and friendly manner.
- Shake hands firmly.
- Try to relax.
- Be polite and friendly.
- Show enthusiasm for the opportunity to work.
- Speak clearly and distinctly.
- Allow the employer to complete what he or she is saying with out interruption.
- Listen carefully.
- Maintain eye contact.
- Tell the interviewer that you are willing to work hard.
- Use the interviewer's name in the conversation.
- At the end of the interview, ask when you might hear about a decision.
- Thank the interviewer for his/her time.
- Send a thank you letter expressing your interest in the job and the company.

Don'ts

- Chew gum or use tobacco before or during the interview.
- Slouch.
- Fidget.
- Be late.
- Be rude or present a negative attitude.
- Mumble.
- Stare off into space.
- Forget the name of the interviewer.
- Go to the interview without doing research about the company.

Ten Common Interview Questions

1. What experience have you had?
2. Why did you apply for this position?
3. What do you plan to be doing five years from now?
4. Tell me something about yourself.
5. What is your greatest strength?
6. What is your greatest weakness?
7. Why should I hire you?
8. What amount of pay do you require?
9. What days and hours can you work?
10. What will your references or former employers say about you?

Example Letter to Employer – Request for Accommodations

Date of Letter

Your name

Your address

Employer's name

Employer's address

Dear (e.g. Supervisor, Manager, Human Resources, Personnel):

Content to consider in body of letter:

Identify yourself as a person with a disability

State that you are requesting accommodations under the ADA

Identify your specific problematic job tasks

Identify your accommodation ideas

Request your employer's accommodation ideas

Refer to attached medical documentation if appropriate*

Ask that your employer respond to your request in a reasonable amount of time

Sincerely,

Your signature

Your printed name

Cc: to appropriate individuals

* You may want to attach medical information to your letter to help establish that you are a person with a disability and to document the need for accommodation.



Postsecondary Education / Training

This section has information you will need if you want to get more education after high school. This could be at a college or university, vocational training, or other kinds of training programs.

Examples of information to keep in this section might include:

- ☐ **Current High School Transcript**
- ☐ **ACT/SAT/COMPASS Scores**
- ☐ **ISAT scores**
- ☐ **Completed College Application Form**
- ☐ **Completed Scholarship Application Form**
- ☐ **Completed Scholarship Essays**
- ☐ **FAFSA Application (Free Application for Student Federal Aid)**
- ☐ **Autobiography / Writing Sample**
- ☐ **College Letter of Acceptance**
- ☐ **Financial Aid Award Letter**
- ☐ **College Housing Application**
- ☐ **Application for Disability Services**
- ☐ **Letter of Accommodations from Disability Services Office**
- ☐ **College Class Schedule / Credits**
- ☐ **Postsecondary Transcript**

Family Checklist:

Transition from High School to College

This checklist is designed to give family members an easy-to-use list of topics that should be taken into consideration when discussing transition from high school to college.

- ☐ Help your student set post-secondary education (PSE) and career goals (consider person-centered planning).
- ☐ Ensure that your student is enrolled in academic courses throughout high school, which will prepare him/her for PSE courses.
- ☐ Know the difference between the laws that govern education at the secondary level (IDEA = entitlement) and at the college level (ADA = otherwise qualified).
- ☐ Encourage your child to attend and participate in the IEP and ITP process.
- ☐ Help your student learn to advocate for him/herself while in high school, which will prepare him/her for when it needs to be done in college.
- ☐ Obtain college catalogue(s) and review them carefully with your child and with support from high school staff (e.g., guidance counselor, transition coordinator), as needed.
- ☐ Ensure that documentation of your child's disability is up-to-date and that he or she has a current (not older than 3 years) psychological report.
- ☐ Discuss with your child the nature of his/her disability and how it affects their school work?
- ☐ Encourage teachers to discuss what accommodations and technology your child uses now and what he/she may need in college (e.g., reader, note taker, scribe, books-on-tape, speech-to-text software, screen reader, tape recorder, personal data assistant (PDA)).
- ☐ Visit college(s) together before helping your student to make a final choice.
- ☐ Your student should meet with college Disability Services Office (DSO) staff to talk about documentation and learn about how accommodations in college are different from high school.
- ☐ Discuss goals, learning needs, and how to access specific accommodations, including academic supports that are available for all students (e.g., tutoring, writing support) with your student and DSO staff before classes begin.
- ☐ Figure out and set-up transportation prior to the start of school (e.g., driving, car-pooling, learning to use public transport, travel vouchers).

- ☐ Be aware of financial aid resources available to your family and make sure that funding for all costs is arranged before school starts (e.g., tuition, books, fees, transportation).
- ☐ Identify how financial support your child may receive impacts other benefits (e.g., SSI, SSDI).
- ☐ Know what services are available through adult human service agencies (e.g., vocational rehabilitation - tuition, books, transportation, employment supports; One-Stop Career Centers - Individual Training Accounts, Development Disability agencies).
- ☐ Be prepared for the fact that you, the family member, need written consent from the student to obtain access to their records at the college level.

From *ThinkCollege.net*

<http://www.thinkcollege.net/families/index.php?page=checklist>

Student Transition Checklist / Timeline

8th and 9th Grades

- Think about career possibilities and explore different occupations.
- Make high school count by preparing academically for college. Study, work hard, and do your best to earn good grades.
- Fill out an interest inventory to learn about career choices that fit your interests. You might get one of these at your school or there are some available on the internet. *Show Me the Future*® is a game on the Mapping-Your-Future.org*. It is a financial literacy and life skills game to help you prepare for your future. In the game you choose a new identity and get to make choices, like the kind of house you'll live in and what you're going to eat, based on that identity.
- Save money now to pay for school, if you haven't already done so. Also talk to your parents about educational loyalty and affinity programs.

10th Grade

- Think about selecting a school, finding out about the different types. Decide which characteristics are most important to you, such as the size of the school, distance from home, cost, and extracurricular activities.
- Prepare to take standardized admissions tests. Take the PSAT now in preparation for next year.

11th Grade - Junior Year Planning Tips

- Gather information from schools. Request brochures and catalogs, attend college fairs, and begin college visits.
- Take the standardized tests. Retake the PSAT for a shot at a National Merit Scholarship, and take the SAT and ACT in the spring.

12th Grade - Senior Year College Planning Calendar

- Finish gathering information on schools, select four to six you like best, and apply for admission. Retake the SAT and ACT if you aren't satisfied with your first results.
- Apply for financial aid by filling out the FAFSA (Free Application for Federal Student Aid). Consider all of your options for paying for school. Find out about scholarships and grants before taking out a student loan.
- Learn what it takes to be successful in college.

*From CareerShip website – an online career exploration adventure – go to

<http://www.mapping-your-future.org/features/careership/>

“Online guided tour of Planning a Career. On this tour, you can find out how to choose a career and how to reach your career goal. You can also pick up useful tips on job hunting, resume writing, and job interviewing techniques.”



College: You Can Do It!

How Students with Disabilities Can Prepare for College

Some adults, because of their disabilities, have lives which do not include many of the experiences of their non-disabled peers, including attending college and obtaining a career. Increased awareness of the rights and contributions of individuals with disabilities has resulted in a growing concern about expanding their postsecondary options. This publication addresses issues surrounding transition from high school to college and beyond for people with disabilities.

Transitions from high school to college and careers include three phases:

- Preparing for college, including preparations that occur in high school.
- Staying in college, which requires numerous self-management skills
- Preparing for moving beyond college and to a career.

Plan

Getting to college involves thoughtful preparation. It is best to start at least by your sophomore year in high school.

Entrance requirements

Call the institutions that you hope to attend to find out about entrance requirements. Talk with teachers and school counselors. If you are not able to meet specific entrance requirements during high school, consider attending a local community college to obtain the course requirements you are lacking.

High school GPA

The grade point average (GPA) you obtain in high school may be an important entrance consideration at your college of choice. Work hard to earn grades that are as high as possible.

Pre-college examinations

Pre-college examination (e.g., SAT, PSAT) scores may be important for acceptance into the college of your choice. Talk to a school counselor or teacher about disability-related test-taking accommodations ahead of time. Appropriate accommodations can help you demonstrate your abilities to their fullest when taking an exam. If you earn a lower score than you feel capable of, ask if you can re-take the exam.

Applications

When sending an application to a postsecondary institution, you are essentially sending a portrait of yourself – your grades, coursework, recommendations, personal goals, and abilities. Take time to present a full, positive picture of yourself. Before you send it to a college, have someone proofread a draft and give you constructive feedback.



Funding

Life in college is full of expenses, expected and unexpected. There are resources to assist with and, in some cases, fully cover costs such as tuition, books, rent, lab fees, assistive technology, and application fees. Start early and talk to teachers, counselors, offices of disabled student services, financial aid offices, and undergraduate support programs at institutions you wish to attend.

Support services

Resources are not the same at each postsecondary institution. Knowing your needs and how they can be met is an important factor when selecting a college. Arranging support services in college can take a lot of time, depending on the services you need and the resources available.

Transition and orientation

Ask your high school counselor about transition programs that can help prepare you for college. Also find out if the college you've selected offers an orientation program for new students. For example, DO-IT Pals is an electronic community of teens with disabilities. They are supported by each other and adult mentors in taking steps toward college and career success. Further information can be found at <http://www.washington.edu/doit/Programs/pals.html>.

Go

Being in college means managing a demanding schedule. It is important to develop and utilize personal skills in the areas of self-advocacy, self-management, and study.



- **Self-advocacy skills**

Self-advocacy skills include knowing how to skillfully initiate action and interact with faculty, staff, and other students to obtain support services necessary for your learning needs. If you require accommodations, you are the one who must recognize the need, make the initial contacts, follow up on these contacts, and maintain the necessary actions to receive the services needed.

- **Self-management skills**

Self-management skills include planning your academic and personal schedule and developing and maintaining academic and personal routines that are reasonable and manageable on a daily basis. Take into account your abilities and strengths as well as your disabilities. For some individuals, strength and ability may vary daily; flexibility may be an important factor.

- **Study skills**

Study skills involve knowing how to effectively learn academic content. They include effective strategies for note-taking during lectures and labs, reading, and test-taking. Development of each skill is important in order to have effective overall study habits. If your study skills are weak, ask a counselor if study skill courses are available on your campus.



- **Support services**

To be successful in college, many individuals with disabilities find it necessary to utilize assistance from campus offices as well as outside resources. An office of disabled student services can be a good place to start. Support services can be steady and continuous, or merely temporary. In many instances, a service that provides assistance requires ongoing attention. For example, to continue receiving some services you may need to provide updates on progress, status reports, and/or renewal requests. Factoring these requirements into a regular schedule of activities will assure continuity of services.

- **Technology**

Computer and network resources are essential in many colleges and work settings. Assistive technology makes it possible for people with a variety of disabilities to use these powerful tools. Take advantage of opportunities in high school and college to learn about and use computer technologies. Of particular importance is developing skills in word processing and information access for research purposes.

- **Networking**

Contacts with individuals inside and outside of your area can provide mutual assistance. Conversations, interactions, and assistance from a broad range of people take place continuously during the process of preparing for college, attending college, and finding a career. Network through professional organizations, friends, family, and coworkers because who you know, as well as what you know, can determine your success.



Think Ahead

Working toward a career should begin early in your college life. Making prudent choices academically (e.g., choosing a major, selecting appropriate coursework, engaging in work experiences) can assist you in making your career choices.

- **Academic and career choices**

College can prepare you for a specific career as well as provide broad-based preparation for a range of career opportunities. Seek advice from family members, teachers, school counselors, and career guidance counselors when making decisions about choosing a direction that is best for you.

- **Building your resume**

To begin building a resume, make a list of all of your relevant work experiences (paid and volunteer), academic experiences, and other activities. Seek advice from campus career advisors and consult printed and online resources as you select the best style and format of your resume depending on the type of job for which you are applying.

- **Internships**

The career placement office at the postsecondary institution you attend may offer employment and opportunities in which you can participate. If internship opportunities are not available through campus services, make efforts to obtain other relevant experience for your resumé.



Have Fun

• Social Activities

A social life is important. Make time in your schedule to socialize and get involved in extracurricular activities. Forming study groups is a good way to tackle challenging classes and meet new people. Joining campus clubs and organizations will help you connect with others who have similar interests.

Helpful Hints

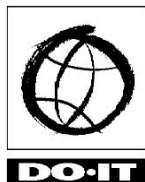
The following helpful hints are offered by participants in DO-IT, most of whom have disabilities and are in college or pursuing careers.

- Prepare for going to college
- Work with the school you plan on attending ahead of time
- Research all of your options for colleges.
- Plan, organize, and evaluate your needs so that support service units can work together to make sure there are not gaps in assistance.
- Seek assistance from student service offices, such as Disabled Student Services, Career Services, and Cooperative Education.

Additional Resources

Useful resources are available from many organizations.

A good starting point is the *AccessCollege* link from the DO-IT home page at <http://www.washington.edu/doit/>. The *Student Lounge* provides resources for precollege and college students.



University of Washington

College of Engineering, Computing & Communications

College of Education

888-972-3648

doit@u.washington.edu

Grants and gifts fund DO-IT publications, videos, and programs to support the academic and career success of people with disabilities. Contribute today by sending a check to DO-IT, Box 355670, University of Washington, Seattle, WA 98195-5670.

Your gift is tax deductible as specified in IRS regulations. Pursuant to RCW 19.09, the University of Washington is registered as a charitable organization with the Secretary of State, State of Washington. For more information, call the Office of the Secretary of State, 800-322-4483.



School and Community Participation

This section has information about your school activities, clubs, sports, and community activities you have been doing.

Examples of information to keep in this section might include:

- ☐ **School Activities (clubs, athletics, etc.)**
- ☐ **Community Activities**
- ☐ **Volunteer Activities**
- ☐ **Social Contacts**



Independent Living

This section has information you may need to get ready to live on your own. It is important to keep this information handy in case you need it.

Examples of information to keep in this section might include:

- ☐ **Assistive Technology needs – see checklist**
- ☐ **Emergency contact numbers**
- ☐ **Name and contact information for your doctor**
- ☐ **Contact information for health insurance or Medicaid**
- ☐ **Contact information for your Circle of Support**
- ☐ **Sample housing application**
- ☐ **Local Independent Living Center information**

Assistive Technology

What is Assistive Technology?

Assistive Technology (AT) is any item, device, or software that helps people with disabilities be more independent.

AT may help you with:

- Mobility (getting around)
- Communicating
- Completing school work
- Your job
- Your house or apartment
- Recreation
- Transportation

How do I get the Assistive Technology (AT) that I need?

When you are in school (K-12), there will be a meeting to plan your school goals each year and to write your Individualized Education Program (IEP). At this meeting, everyone must spend some time talking about the AT you need to meet your IEP goals. You should be part of this meeting. **The AT that you need should be listed in your IEP.** The school should purchase the AT that you need to meet your IEP goals.

Sometimes Vocational Rehabilitation or the Idaho Commission for the Blind will purchase the AT that you need even when you are still in high school. Medicaid will provide the funds needed for some AT.

What if nobody at my school knows much about AT?

The team can get an AT assessment at no cost from the Idaho Assistive Technology Project, www.idahoat.org, 1-800-432-8324.

What if my parents or I disagree with the school about the AT that I need or the school is having trouble with funding for the AT?

The team can get an AT assessment at no cost from the Idaho Assistive Technology Project, www.idahoat.org, 1-800-432-8324.

You can also get help from the Protection & Advocacy for Assistive Technology (PAAT) Program at Co-Ad, 1-866-262-3462.

How do I get AT after high school?

If you qualify for a disability waiver, Medicaid will pay for medically necessary AT and home modifications.

The Idaho Division of Vocational Rehabilitation or the Idaho Commission for the Blind may help you with purchasing AT related to employment (or education/training needed for employment).

Every college or university in Idaho has a disability services office to help you with your AT needs. Contact information for these offices is in the Resources section of the binder.

Assistive Technology Checklist

Have you tried...

Writing with Pencil or Pen

- ☐ Regular pencil/pen
- ☐ Pencil/pen with grip
- ☐ Adapted paper (with raised lines or highlighted lines)
- ☐ Slantboard
- ☐ Use of prewritten words/phrases
- ☐ Templates
- ☐ Portable word processor
- ☐ Computer with word processing software
- ☐ Voice to text software

Composing Written Material

- ☐ Word cards/word book/word wall
- ☐ Pocket dictionary/thesaurus
- ☐ Writing templates
- ☐ Talking dictionary
- ☐ Word processing with spell check
- ☐ Talking word processor
- ☐ Word prediction software
- ☐ Multimedia software
- ☐ Software for organization of ideas and studying (like Inspiration, Draftbuilder, PowerPoint)
- ☐ Voice to text software

Computer Access (Keyboard and Mouse)

- ☐ Word prediction, abbreviation/expansion (to reduce key-strokes)
- ☐ Keyguard (to avoid hitting unwanted keys)
- ☐ Arm support (like Ergo Rest)
- ☐ Trackball/track pad/joystick with on-screen keyboard
- ☐ Alternate keyboard (like Intellikeys)
- ☐ Mouth stick/Head Master/Tracker with on-screen keyboard
- ☐ Switch with Morse code
- ☐ Switch with scanning
- ☐ Voice recognition software

Communication

- ☐ Communication board or book with objects, pictures or words
- ☐ Eye gaze frame
- ☐ Single voice output device (like Big Mack)
- ☐ Voice output device with levels (which can hold more words or phrases)
- ☐ Voice output device used on laptop or palmtop computer
- ☐ Device which turns typing into speech

Recreation and Leisure

- ☐ Toys adapted with Velcro™, magnets, handles, etc.
- ☐ Toys adapted for single switch operation
- ☐ Adaptive sporting equipment (like a lighted or beeping ball)
- ☐ Universal cuff/strap to hold drawing or painting tools
- ☐ Modified arts and crafts tools
- ☐ Arm support for drawing/painting
- ☐ Remote controls for TV, DVD, CD player, etc.
- ☐ Computer art activities
- ☐ Computer games

Activities of Daily Living (ADLs)

- ☐ Nonslip materials to hold things in place
- ☐ Universal cuff/strap to hold items in hand
- ☐ Color coded items for easier locating and identifying
- ☐ Adaptive eating utensils
- ☐ Adaptive drinking devices
- ☐ Adaptive dressing equipment (like button hook, elastic shoe laces, Velcro™ instead of buttons, etc.)
- ☐ Adaptive devices for the bathroom (adapted toothbrushes, raised toilet seat, shower chair, paperless toilet)
- ☐ Adaptive equipment for cooking

Mobility

- ☐ Walker
- ☐ Grab bars and rails
- ☐ Manual wheelchair including sports chair
- ☐ Powered scooter or cart
- ☐ Powered wheelchair
- ☐ Adapted vehicle for driving

Positioning and Seating

- ☐ Non-slip surface on chair to prevent slipping (like Dycem)
- ☐ Bolster, rolled towel, blocks for feet
- ☐ Adapted chair, sidelyer, or stander
- ☐ Custom-fitted wheelchair or insert

Reading

- ☐ Changes in text size, spacing, color
- ☐ Modified books for page turning (like page fluffers or binders)
- ☐ Words paired with symbols or pictures
- ☐ Talking dictionary
- ☐ Reading Pen (scan word and device pronounces word and gives definition)
- ☐ Audio books (CD, DVD, MP3)
- ☐ Text reading software
- ☐ Electronic books

Learning/Studying

- ☐ Print or picture schedule
- ☐ File box or system (like index tabs, color coded folders)
- ☐ Highlight important text with markers, highlight tape, highlighting computer material
- ☐ Recorded material (books on tape, taped lectures)
- ☐ Planner
- ☐ Voice output reminders for assignments, steps of task, etc.
- ☐ Computer or cell phone organizers and calendars

Math

- ☐ Abacus/Math Line
- ☐ Enlarged math worksheets
- ☐ Graph paper to keep work aligned
- ☐ Money calculator
- ☐ Tactile or voice output measuring devices
- ☐ Talking watches or clocks
- ☐ Calculator (with or without print-out)
- ☐ Calculator with large keys and/or large display
- ☐ Talking calculator
- ☐ On-screen calculator
- ☐ Virtual math manipulatives (computer)
- ☐ Voice recognition software

Control of the Environment

- ☐ Light switch extension
- ☐ Controls for battery-operated devices
- ☐ Controls for electrical appliances (like radio, fan, blender, etc.)
- ☐ Remote control for appliances

Vision

- ☐ Eye glasses
- ☐ Magnifier
- ☐ Large print books
- ☐ CCTV (closed circuit television)
- ☐ Screen magnification software
- ☐ Screen color contrast
- ☐ Screen reader, text reader
- ☐ Braille translation software
- ☐ Braille printer
- ☐ Enlarged or Braille/tactile labels for keyboard
- ☐ Alternate keyboard with enlarged keys
- ☐ Braille keyboard and note taker

Hearing

- ☐ Pen and paper
- ☐ Computer/portable word processor
- ☐ TDD for phone access with or without relay
- ☐ Email, text messaging, or instant messaging
- ☐ Signaling device (like a flashing light or vibrating pager)
- ☐ Closed captioning
- ☐ Real time captioning
- ☐ Computer aided note taking
- ☐ Reminder signals on computer
- ☐ Phone amplifier
- ☐ Personal amplification system/Hearing aid
- ☐ FM or Loop system
- ☐ Infrared system

There are many other AT devices or software. For more information on any of the items listed, not listed, or to help you figure out what AT might work for you, please call the Idaho Assistive Technology Project, 1-800-432-8324 or UCP Idaho, 1-888-289-3259.

Adapted from: Reed, P. Walser, P. (2000), adapted from Lynch & Reed (1997), Wisconsin Assistive Technology Initiative

Emergency Contact Numbers

Put this in your home where you can find it easily, near the telephone is best. You will find most of this information is listed in the blue pages of your local telephone book.

Emergency – dial 911

Fire Department _____

Police Department _____

Poison Control _____

Family Doctor _____ Phone _____

People I know who I can call in an emergency:

These can be family members, friends, neighbors or others. If they have more than one telephone number, put both phone numbers on this page.

Name _____ Phone _____

Name _____ Phone _____

Name _____ Phone _____

Name _____ Phone _____

Name _____ Phone _____

Planning for a community-wide emergency or disaster.

It is a good idea to think about having a plan for what to do in a community-wide emergency or a disaster. Kinds of disasters or emergencies that might happen in Idaho: severe wind, thunder or winter storms, floods, wild fires and things like crime or terrorism. A good plan will help you get the support you need during a community-wide emergency.

If the electricity or water goes out, you might not be able to use your heating system, water, electrical appliances, life-sustaining electrical equipment, or adaptive devices.	Plan for back-up power sources or have a different place to stay if the utilities are out for a long time.
Telephones may not be working and you might not be able to call your work, school or support staff from your home phone.	Think about getting a cellular phone and program numbers for your emergency contacts, family members and support staff into it or ask a neighbor with a cellular phone to check on you.
If roads are closed you may not be able to use your regular transportation to get where you need to go.	Keep extra water, food, important medication and other supplies so that you will be ok if you can not leave your home for several days. Plan for other kinds of transportation.
If you use support staff they may not be able to come to your home.	Keep a list of back-up supports, their names and phone numbers. Talk to a neighbor who has a four-wheel drive vehicle and could get your support staff to you if needed.
You may need to leave your home or workplace (evacuate).	Plan how you can safely and quickly leave your home with support if needed. Make sure you know your workplace or school emergency plans and they understand your needs.

20 Questions to Ask About Housing

When you are looking at a house or apartment that you might like to live in on your own or with a roommate, the answers to these questions might help you decide if you want to live there.

1. Is the house or apartment in a neighborhood that feels safe and I'm comfortable when I walk around?
☐ Yes ☐ No
2. Is the house or apartment close to stores, banks, places to eat?
☐ Yes ☐ No
3. Is the house or apartment close to public transportation such as a bus stop?
☐ Yes ☐ No
4. Will I be able to get to work or school from here?
☐ Yes ☐ No
5. Is the house or apartment clean and well maintained inside and out?
☐ Yes ☐ No
6. Is there good working heat and air conditioning?
☐ Yes ☐ No
7. Do the bathrooms work well? Are they easy to get to?
☐ Yes ☐ No
8. Is the kitchen set up so I can use it?
☐ Yes ☐ No
9. Are there laundry facilities in the house, apartment or apartment building?
☐ Yes ☐ No
10. Will I have my own telephone line?
☐ Yes ☐ No
11. Can I get my own mailbox?
☐ Yes ☐ No

12. Is there staff on-site or the landlord nearby that I can ask for help if I have a problem?
- ☐ Yes ☐ No
13. Are the neighbors friendly and supportive?
- ☐ Yes ☐ No
14. Are there things to do at the house or apartment for fun and exercise?
- ☐ Yes ☐ No
15. Is the building accessible for me? Is there an entrance I can get in no matter what the weather or my ability to move around?
- ☐ Yes ☐ No
16. Can I get into the laundry room, where the garbage goes, the pool or exercise room if they have one?
- ☐ Yes ☐ No
17. Is the rent in my price range? Can I afford to live here?
- ☐ Yes ☐ No
18. Is there a deadbolt on the lock on the front door?
- ☐ Yes ☐ No
19. If there are other people in the house, is there a lock on the bedroom door? Would I have enough privacy?
- ☐ Yes ☐ No
20. Did I see a list of all the extra fees (deposits, cost for pets, cost for parking, etc?)
- ☐ Yes ☐ No

Developed by referencing *My Future My Plan: A Transition Planning Resource for Life After High School*, 2003 State of the Art, Inc., www.myfuturemyplan.com and *It's My Choice* by William T. Allen, www.mncdd.org

Circle of Support Worksheet

Circle of Support for: _____

People I can ask to be in my Circle of Support:

Family members:

phone number:

Friends:

phone number:

People from the community:

phone number:

Ground Rules for Circle of Support

Ground rules tell people who are meeting or working together how they will talk to each other, treat each other and how a meeting should go. You may want to think about writing some ground rules for your Circle of Support to follow when they work with you or when you meet together for planning. Here are some examples of things you might want to put in your Circle of Support ground rules:

1. Treat each other with respect.
2. Share ideas and new ways to do things.
3. Listen to each other.
4. Come to meetings and come on time.
5. Follow-through when you say you will do something.
6. Show respect for my choices when we talk about my goals.
7. Follow the main ideas of self-determination
8. Believe in me and support me so that I can do things and make decisions for myself.
9. Talk to me each day/week to see how things are going.

My Circle of Support Ground Rules:

My Team

Person's Name	Contact Information	How Can They Help?



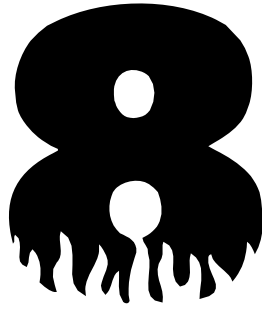
Adult Services

This section has information you will need when you are applying for or using adult services.

You may include contact information for the service agencies that you will be working with to meet your needs.

Examples of information to keep in this section might include:

- ☐ **Vocational Rehabilitation Information**
- ☐ **Commission for the Blind Information**
- ☐ **Medicaid eligibility letter**
- ☐ **Individual Service Plan (ISP)**
- ☐ **Contact information for your Service Coordinator**
- ☐ **Contact information for the local:**
 - **Vocational Rehabilitation Office**
 - **Dept. of Health & Welfare, Medicaid Office**
 - **Idaho Commission for the Blind or Visually Impaired**
 - **Private Service Agencies**
 - **Independent Living Center**



Resources

This section has forms that you can fill out to keep track of your team and community contacts you have made during transition planning. There is also a resource listing that you can use to get more information.

Assistive Technology (AT) Resources

Assistive Technology Assessments

AT assessments are free to schools and families. To request an AT assessment, the IEP team should fill out an application found at www.idahoat.org. For questions or more information, call or email Nora Jehn at the Idaho Assistive Technology Project (IATP), noraj@uidaho.edu, 1-800-432-8324.

To see videos on making AT decisions, you can view some videos on the Idaho Training Clearinghouse website at <http://itcnewidahotc.com> (AT Learning Community – Training).

Assistive Technology Training Available to School Districts

Schools are also required to train teachers, students, and families about the student's AT. The IATP Project provides training for all at no cost to schools. To request training, contact Nora Jehn, noraj@uidaho.edu, 1-800-432-8324.

Tools for Life: Secondary Transition and Technology Fair

Tools for Life is a two-day event held each spring for high school students and young adults with disabilities, educators, service providers, counselors, etc., and features national keynote speakers and over 50 breakout sessions on higher education, employment, community life, self-determination, self-advocacy, and assistive technology. For more information go to www.idahoat.org or call 1-800-432-8324.

Device Demonstration Sites

The IATP supports a number of centers where you can go to see and try AT devices and software. You can also borrow devices from UCP Idaho. UCP also has an AT Lending Library.

Coeur d' Alene Hand Therapy
and Healing Center
2448 Merritt Creek Loop
Coeur d' Alene, ID 83814
208-664-2901

UCP Idaho
5420 W. Franklin Rd.,
Suite A
Boise, ID 83705
1-888-289-3259

LIFE
2110 S. Rollandet Ave.
Idaho Falls, ID 83402
208-529-8610

***New - Idaho Assistive Technology Reutilization Project**

The Reutilization Project accepts donations of used equipment such as walkers, wheelchairs, communication devices, computers, etc. Items are cleaned, repaired, and given to people who need them. The devices are kept at offices around the state. In many cases, items can be delivered or shipped at no charge. More information on the Reutilization Project can be found at www.idaho.at4all.com or by calling IATP (800-432-8324) or LINC (208-336-3335).

For further information regarding any assistive technology devices or services, please contact The Idaho Assistive Technology Project, 800-432-8324

Idaho Self Advocate Leadership Network

Region 1	Region 2
Jill Smith - Support Person, Coeur d'Alene phone: 659-1643 smithmaji@mail.com	John Russell – SALN President, Moscow email: jmooserussel@verizon.net
Region 3	Region 4
Becky Woodhead – Nampa phone: 249-0449 email: Tfwinc@wwdb.org or becky.woodhead@gmail.com	Christine Pisani - Support Person, Boise phone: 334-2178 or 1-800-544-2433 email: cpisani@icdd.idaho.gov
Region 5	Region 6
David Dekker – Jerome email: DavidLDekker@yahoo.com	James Steed – Pocatello phone: 232-2747 email: Princewheelie61@yahoo.com Monique Hamblin – Support Person email: mokiehamblin@yahoo.com
Region 7	Idaho DD Council Staff
Erick Yeary – Idaho Falls email: yayflash@aol.com Shelly Nelson -Support Person phone: 528-5905 email: shellyn@uidaho.edu	Christine Pisani , Program Specialist 802 W. Bannock, Suite 3008 Boise, ID 83702 phone: 334-2178 or 1-800-544-2433 email: cpisani@icdd.idaho.gov

Idaho Department of Health and Welfare

Regional Offices

For more information about local offices and resources go to the IDHW website and click on “Local Offices” in the right hand column, then click on your region of the map for your location. <http://www.healthandwelfare.idaho.gov>

Accessing services—intake phone numbers Idaho:

Region 1, Panhandle area:

Adult & Child Development: 208-769-1409
Regional Medicaid Services: 208-769-1567
Developmental Disabilities Program: 208-769-1406
Children’s Mental Health: 208-769-1406

Region 2, Lewiston/Moscow/Grangeville area:

Regional Medicaid Services: 208-799-4430
Developmental Disabilities Center: 208-799-3460
Children’s Mental Health: 208-799-4360

Region 3, Payette/Nampa/Caldwell/Emmett area:

Adult and Child Development: 208-465-8460 (Nampa), 642-6420 (Payette)
Regional Medicaid Services: 208-455-7150
Children’s Mental Health: 208-455-7000

Region 4, Boise / Mountain Home / McCall area:

Regional Medicaid Services: 208-334-0960
Developmental Disabilities: 208-334-0929
Children’s Mental Health: 208-334-6942

Region 5, Twin Falls and South-Central area:

Children’s Mental Health: 208-734-4000
Adult and Child Development: 208-736-2182
Regional Medicaid Services: 208-736-3024

Region 6, Pocatello area:

Human Development Center: 208-234-7900
Regional Medicaid Program: 208-239-6260
Children’s Mental Health: 208-239-6240

Region 7, Idaho Falls area:

Adult and Child Development: 208-525-7223
Regional Medicaid Program: 208-528-5750
Children’s Mental Health: 208-528-5700

Idaho College and University Disability Support Services Offices

Boise Bible College

(208) 376-7731

1-800-893-7755

<http://www.boisebible.edu>

Boise State University

Disability Resource Center

(208) 426-1583

<http://disabilityresourcecenter.boisestate.edu>

Brigham Young University Idaho

Disability Services

(208) 496-1159 (Voice/TDD)

(208) 496-5159 (fax)

<http://www.byui.edu/Disabilities/>

The College of Idaho

Learning Support & Disability Services

(208) 459-5683

College of Southern Idaho

Student Disability Services

(208) 732-6260

(208) 734-9929 (TDD)

(208) 732-6799 (Secure Fax)

1-800-680-0274 (Idaho and Nevada)

www.csi.edu/disabilities

Eastern Idaho Technical College

Disability Resources and Services
Office

(208) 524-3000, ext. 3376

www.eitc.edu/ss/disabled.cfm

Idaho State University

(208) 282-3599 - Pocatello

(208) 282-7750 - Idaho Falls

<http://www.isu.edu/~ada4isu>

Lewis-Clark State College

(208) 792-2211

<http://www.lcsc.edu/osl>

Lewis-Clark State College

Coeur D'Alene Campus

(208) 292-2673 or (208) 666-6707

<http://www.lcsc.edu/cda/Transfer/services.htm>

North Idaho College

The Center for Educational Access

(208) 769-5947 or (208) 769-7794

www.nic.edu/DSS

Northwest Nazarene University

Advisor to Students with Physical
Disabilities

(208) 467-8780

Advisor to Students with Learning
Disabilities

(208) 467-8669

www.nnu.edu/354/

University of Idaho

Disability Support Services

(208) 885-6307

(208) 885-9404 (fax)

www.access.uidaho.edu

Idaho Department of Labor

IdahoWorks Career Centers

The Idaho Department of Labor is the primary point of access to a full range of labor market and education services. Services of more than 17 programs have been brought together in the Center to meet the needs of workers, students and businesses. Each Career Center offers a variety of self-service options, a comprehensive resource center and highly trained staff knowledgeable about the many programs and services available.

For those seeking employment or education, the Department of Labor provides one stop access to national, state and local job listings, career guidance, and specialized workshops designed to help individuals seeking employment or changing careers, access to education and training services and resources in the community that can assist in achieving employment goals. Businesses can obtain qualified workers, gain vital labor market information for making good business decisions, and learn about options for increasing the skills of current workers. Visit their website at www.labor.idaho.gov

Northern Idaho Offices

Bonnors Ferry:
6541 Main Street
Bonnors Ferry, ID 83805-8521
Phone: 208-267-5581
Fax: 208-267-3797
Email: bonnersferrymail@labor.idaho.gov

Lewiston:
1158 Idaho St.
Lewiston, ID 83501-1960
Phone: 208-799-5000
Fax: 208-799-5007
Email: lewistonmail@labor.idaho.gov

Grangeville:
305 N. State Street
P.O. Box 550
Grangeville, ID 83530-0550
Phone: 208-983-0440
Fax: 208-983-0302
Email: Grangevillemail@labor.idaho.gov

Orofino:
410 Johnson Ave.
P.O. Box 391
Orofino, ID 83544-0391
Phone: 208-476-5506
Fax: 208-799-5007
Email: orofinomail@labor.idaho.gov

Moscow:
1350 Troy Road, Suite 1
Moscow, ID 83843-3995
Phone: 208-882-7571
Fax: 208-882-8324
Email: moscowmail@labor.idaho.gov

Sandpoint:
2101 W. Pine St.
Sandpoint, ID 83864-9327
Phone: 208-263-7544
Fax: 208-265-0193
Email: sandpointmail@labor.idaho.gov

Coeur d'Alene:
1221 W. Ironwood Dr. Suite 200
Coeur d'Alene, ID 83814-1402
Phone: 208-769-1558
Fax: 208-769-1574
Email: cdamail@labor.idaho.gov

Silver Valley:
35 Wildcat Way, Suite A
Kellogg, ID 83837-2253
Phone: 208-783-1202
Fax: 208-783-5561
Email: silvervalleymail@labor.idaho.gov

St. Maries:
105 N. 8th Street
St. Maries, ID 83861-1845
Phone: 208-245-2518
Fax: 208-245-2012
Email: stmariesmail@labor.idaho.gov

Southwest Idaho Offices

Boise:
219 W. Mail St.
Boise, ID 83735-0030
Phone: 208-332-3575
Fax: 208-334-6222
Email: boisemail@labor.idaho.gov

Emmett:
2030 S. Washington St.
Emmett, ID 83617-9450
Phone: 208-364-7780
Fax: 208-365-6599
Email: emmettmail@labor.idaho.gov

Meridian:
205 E. Watertower Lane
Meridian, ID 83642-6282
Phone: 208-364-7785
Fax: 208-895-8441
Email: meridianmail@labor.idaho.gov

Payette:
501 N. 16th St. Suite 107
Payette, ID 83661-0179
Phone: 208-642-9361
Fax: 208-642-7150
Email: payettemail@labor.idaho.gov

Canyon County:
6107 Graye Lane
Caldwell, ID 83607-8072
Phone: 208-364-7781
Fax: 208-454-7720
Email: canyoncountymail@labor.idaho.gov

McCall:
299 S. 3rd Street
P.O. Box 966
McCall, ID 83638-0966
Phone: 208-634-7102
Fax: 208-634-2965
Email: mccallmail@labor.idaho.gov

Mountain Home:
1993 East 8th North
Mountain Home, ID 83647-2333
Phone: 208-364-7788
Fax: 208-587-2964
Email: mountainhomemail@labor.idaho.gov

Central and Eastern Idaho Offices

Blackfoot:
155 N. Maple
P.O. Box 9
Blackfoot, ID 83221-0009
Phone: 208-236-6713
Fax: 208-785-5036
Email: blackfootmail@labor.idahogov

Blaine County:
513 N. Main St. Suite 1
Hailey, ID 83333-8417
Phone: 208-788-3526
Fax: 208-788-3041
Email: blainecountymail@labor.idaho.gov

Idaho Falls:
1515 E. Lincoln Road
Idaho Falls, ID 83401-3653
Phone: 208-557-2500
Fax: 208-525-7268
Email: idahofallsmail@labor.idaho.gov

Mini-Cassia:
127 W. 5th Street North
Burley, ID 83318-3457
Phone: 208-678-5518
Fax: 208-678-1765
Email: minicassiamail@labor.idaho.gov

Rexburg:
1133 Stocks Ave.
P.O. Box 158
Rexburg, ID 83440-0158
Phone: 208-557-2501
Fax: 208-356-0042
Email: rexburgmail@labor.idaho.gov

Soda Springs:
95 E. Hooper Ave. #20
P.O. Box 576
Soda Springs, ID 83276
Phone: 208-236-6711

Magic Valley:
420 Falls Ave.
Twin Falls, ID 83301-3320
Phone: 208-735-2500
Fax: 208-736-3007
Email: magicvalleymail@labor.idaho.gov

Pocatello:
430 N. 5th Ave
P.O. Box 4087
Pocatello, ID 83205-4087
Phone: 208-236-6710
Fax: 208-232-0865
Email: pocatellomail@labor.idaho.gov

Salmon:
1301 Main St. Unit 1
P.O. Box 990
Salmon, ID 83467-0990
Phone: 208-756-2234
Fax: 208-756-4672
Email: salmonmail@labor.idaho.gov

Websites / Resources

General

Idaho Department of Education – <http://www.sde.idaho.gov>

Idaho Training Clearinghouse – go to Learning Communities, Secondary Transition <http://itcnew.idahotc.com>

Idaho Transition Mentors – resource for teachers (Idaho Training Clearinghouse website) <http://itcnew.idahotc.com/dnn/st/Mentors/tabid/202/Default.aspx>

National Transition Network – publications and resources
<http://ici2.umn.edu/ntn/default.html>

NICHCY – National Dissemination Center for Children with Disabilities – Resources and publications for students and parents
<http://www.nichcy.org/index.html>

Self Advocacy

Access Living Youth Center – part of the independent living movement
<http://www.alyouthinfo.org/>

Advocating Change Together (ACT) – Self-advocacy resource network
<http://www.selfadvocacy.com/>

411 on Disability Disclosure – National Collaborative on Workforce and Disability
This workbook helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives.

http://www.ncwd-youth.info/resources_&Publications/411.html

The Learning Community for Person-Centered Practices
<http://www.elpnet.net/>

National Youth Leadership Network (NYLN) – the national voice for young leaders with disabilities
<http://nyln.org/>

NICHCY – National Dissemination Center for Children with Disabilities
Student Guides
<http://www.nichcy.org/stuguid.asp>

Norman Kunc & Emma Van der Klift - website that includes articles and information on best practices that help people work with people, not on them.
<http://www.normemma.com/>

Partners in Policymaking – information for individuals and parents on advocating for themselves and others with disabilities
<http://www.partnersinpolicymaking.com/>

Person-Centered Planning Education Site
<http://www.ilr.cornell.edu/edi/pcp/>

Self Determination Synthesis Project

<http://www.uncc.edu/sdsp/home.asp>

The Center for Self-Determination - website that includes articles, information and various publications on self determination.

<http://www.self-determination.com/>

Employment

APSE - The Network on Employment is a membership organization formed to improve and expand integrated employment opportunities, services, and outcomes for persons experiencing disabilities

<http://www.apse.org/>

Division on Career Development and Transition – DCDT – part of the Council for Exceptional Children focusing on transition

<http://www.dcdt.org/>

Idaho Commission for the Blind and Visually Impaired

phone: 208-334-3220, toll free: 1-800-542-8688

website: <http://www.icbvi.state.id.us/>

Idaho Division of Vocational Rehabilitation

<http://www.vr.idaho.gov/>

For regional offices go to: http://www.vr.idaho.gov/VR%20Offices/vr_offices.htm

Job Accommodation Network – a free consulting services designed to increase the employability of individuals with disabilities

<http://www.jan.wvu.edu/>

Partners in Employment - A self-study course designed to help people with developmental disabilities find meaningful jobs and jumpstart their careers.

<http://www.partnersinpolicymaking.com/employment/index.html>

About.com - Job Searching - This website with a variety resources and tools to help you prepare for your job search.

<http://jobsearch.about.com/od/resumes/a/reswork1.htm>

Work Incentives Transition Network – Information about Social Security Work Incentives

<http://www.vcu.edu/rrtcweb/witn/product.htm>

Career Opportunities for Students with Disabilities

<http://www.cosdonline.org/index.shtml>

Postsecondary Education/Training

AHEAD – Association on Higher Education and Disability

<http://www.ahead.org/>

ThinkCollege – website provides information and links for anyone interested in college possibilities for students with intellectual disabilities

<http://www.thinkcollege.net/>

Ed.Gov – Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

<http://www.ed.gov/print/about/offices/list/ocr/transition.html>

Post Secondary Disability Services

<http://psds.ednet.ns.ca/index.html>

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities.

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability.

<http://www.ed.gov/about/offices/list/ocr/transition.html>

School and Community Participation

Idaho Falls Community Transition Team

<http://desert.myrf.net/TRANSITION.htm>

Inclusion Press – information about inclusion and person-centered planning

<http://www.inclusion.com/>

National Dropout Prevention Center for Youth with Disabilities

<http://www.ndpc-sd.org/>

NCSET—National Center on Secondary Education and Transition

www.ncset.org

Schwab Learning – resources for parents and students

<http://www.schwablearning.org/>

Independent Living / Adult Services

Beach Center on Disability – information and resources for individuals with disabilities and their families

<http://www.beachcenter.org/>

Idaho Centers for Independent Living – contact information for regional centers around Idaho

<http://www.silc.idaho.gov/cils.htm>

Idaho Department of Health and Welfare

<http://healthandwelfare.idaho.gov>

Idaho State Independent Living Council (SILC)

<http://www.silc.idaho.gov/>

National Council on Independent Living (NCIL)– advances independent living and the rights of individuals with disabilities through consumer-driven advocacy

<http://www.ncil.org/>

Disability Organizations

Consortium for Idahoans with Disabilities (CID)

website: <http://cid.idahocdh.org/Content/default.asp>

Family Support 360 Project – Connecting Families website has information and regional resource directories from all over Idaho

website: <http://www.connectingfamilies.net/>

Idaho Assistive Technology Project

phone: 1-800-432-8324 (toll free)

website: <http://www.idahoat.org/>

Idaho Commission for the Blind and Visually Impaired

phone: 208-334-3220, toll free: 1-800-542-8688

website: <http://www.icbvi.state.id.us/>

To find a regional office: <http://www.icbvi.state.id.us/OFFICES.HTM>

Idaho Council for the Deaf and Hard of Hearing

Voice phone: 208-334-0879 or 1-800-433-1323

TTY phone: 208-334-0803 or 1-800-433-1361

website: <http://www.cdhh.idaho.gov/>

Idaho Council on Developmental Disabilities (ICDD)

phone: 208-334-2178 or 1-800-544-2433

email: twarren@icdd.idaho.gov

website: www.icdd.idaho.gov

Idaho Families of Adults with Disabilities (IFAD) – information for families and adults about community resources. <http://www.ifad.us/tiki-index.php>

Idaho Parents Unlimited, Inc.

phone: 1-800-242-4785

website: <http://www.ipulidaho.org/>

Idaho State Independent Living Council (SILC)

website: <http://www.silc.idaho.gov/>

Idaho Task Force on the Americans with Disabilities Act (ADA)

phone: 208-344-5590

e-mail: adataskforce@qwest.net

website: <http://www.adataskforce.org/>

Comprehensive Advocacy, Inc. (Co-Ad)

phone statewide toll free: 1-866-262-3462

website: <http://users.moscow.com/co-ad/>

National Alliance for the Mentally Ill (NAMI – Idaho)

phone: 1-800-572-9940 (in Idaho only)

website: <http://www.nami.org/MSTemplate.cfm?MicrositeID=75>

United Cerebral Palsy of Idaho

phone: (208) 377-8070

email: info@ucpidaho.org

website: http://www.ucp.org/ucp_local.cfm/66

More National Resources

From Secondary Transition Toolkit II (January 2008 Draft) National Secondary Transition Technical Assistance Center. Developed with funding from the US Department of Education.

Social Security Online – The Redbook

A summary guide to employment support for individuals with disabilities under the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs.

<http://www.socialsecurity.gov/redbook/eng/main.htm>

Work Incentive Planning and Assistance (WIPA) Projects

This site provides an updated list of Community Work Incentive Coordinators who offer information and technical assistance in your state on the work incentives that help Social Security Disability (SSDI) and Supplementary Security Income (SSI) beneficiaries return to work.

<http://www.socialsecurity.gov/work/ServiceProviders/WIPADirectory.html#service>

CareerOneStop

CareerOneStop is a U.S. Department of Labor-sponsored Web site that offers career resources and workforce information to job seekers, students, businesses, and workforce professionals to foster talent development in a global economy.

<http://www.careeronestop.org/>

Heath Resource Center

The HEATH Resource Center Clearinghouse has information for students with disabilities on educational disability support services, policies, procedures, adaptations, accessing college or university campuses, career-technical schools, and other postsecondary training entities. They also have information on financial assistance, scholarships, and materials that help students with disabilities transition into college, university, career-technical schools, or other postsecondary programs.

<http://www.heath.gwu.edu/>

Disclosure Decisions Guide: To Get the Job

This document is designed to help individuals with a disability choose whether to disclose (share) his or her disability with an employer. Primary factors to consider include whether accommodations will be needed on the job or whether a disability is visible or hidden. Other aspects related to the employer and the company may also influence your decision. Follow this disclosure decision guide to determine what will work best for you. The guide can be found at

<http://www.worksupport.com/research/viewContent.cfm/585>

The Abilities Fund

The Abilities Fund calls itself the "first and only community developer targeted exclusively to advancing entrepreneurial opportunities for Americans with disabilities." To learn more about The Abilities Fund, go to

<http://www.abilitiesfund.org/>

DisabilityInfo.gov is the federal government's one-stop Web site for people with disabilities, their families, employers, veterans and service members, workforce professionals and many others. A collaborative effort among [twenty-two federal agencies](#), DisabilityInfo.gov connects people with disabilities to the information and resources they need to actively participate in the workforce and in their communities.

<http://www.DisabilityInfo.gov>

The Center for Workers with Disabilities

The Center for Workers with Disabilities is a technical assistance center for states enhancing or developing employment supports programs for working persons with disabilities; most of the 30 plus states supported by the Center are supporting employment supports development with Medicaid Infrastructure Grant (MIG) funds established under the Ticket to Work and Work Incentives Improvement Act of 1999 (P.L. 106-170). For more information go to <http://www.aphsa.org/disabilities/>

Youthhood

This Web site is a place for youth. It's a welcoming community for all youth and a place where all youth belong. Here youth can start thinking about what they want to do with the rest of their life. This Web site was built to help youth plan for their future. What will you do after high school? Will you work? Go to college? Live in a place of your own? By using this Web site, youth can plan for their future right now!

<http://www.youthhood.org/>

Resumes, Interviewing, and other Employment Resources

The resources on this website are produced by WorkAbility IV (WAIV); a joint venture between the Department of Rehabilitation and the Center on Disabilities at California State University, Northridge (CSUN). This site provides tips for, and examples of, resumes, cover letters, interviewing and post interviewing etiquette.

<http://www.csun.edu/cod/workability/resumeservices.html>

Partners in Employment

Partners in Employment is a six hour self-study course designed to help people with developmental disabilities find meaningful jobs and plan a career. Course participants create a resume or portfolio of their strengths, skills, and interests; learn how to network and identify potential employers; prepare for an interview; and understand the hiring process. There are NO registration fees.

<http://www.partnersinpolicymaking.com/employment/index.html>

Employment Resource for Youth and Adults with Limited to No Reading Skills

This seven CD ROM resource is designed for youth in transition from school to work, adults with disabilities, and individuals with limited reading skills. Your Employment Selections (YES) is a reading-free, job preference and career exploration program

that shows tasks related to 120 different jobs using motion video on CD-ROM. For more information go to <http://www.trisped.org> and select the "Transition/Job Selection" Tab

Helping Young People Get a Headstart on Careers

The website offers online resources that cater to ages 11-15, seeking information about careers in science, technology, engineering, and math. Funworks was created by the Gender, Diversity, and Technology Institute at Education Development Center.

<http://www.thefunworks.org/>

The Self-Determination Technical Assistance Centers Project

This site provides resources and information for promoting self-determination practices for students with disabilities. Information for this site was gathered from four program sites identified as providing "exemplary practices" for promoting self-determination for students age 11 to 21 with mild, moderate, and severe disabilities.

<http://www.sdtac.uncc.edu/>

Association of Youth Leadership Forums (AYLF)

The purpose of the Association of Youth Leadership Forums (AYLF) is to improve employment and independent living outcomes of youth with disabilities transitioning from high school by promoting the replication of the California Model: Youth Leadership Forum for Students with Disabilities (YLF). This site provides contact information of state contacts that hold summer forums providing leadership training through this model.

<http://www.montanaylf.org/?p=aylf>

National Youth Leadership Network

The National Youth Leadership Network (NYLN) is dedicated to advancing the next generation of disability leaders. The NYLN promotes leadership development, education, employment, independent living, and health and wellness among young leaders representing the diversity of race, ethnicity and disability in the United States. NYLN fosters the inclusion of young leaders with disabilities into all aspects of society at national, state and local levels and communicates about issues important to youth with disabilities and the policies and practices that affect their lives.

<http://www.nyln.org>